|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Excellent | Good | Satisfactory | Needs work |
| Length | 3-5 minutes, as requested  10 9 | 2.5-3 minutes  8 7 | 2-2.5 minutes  6 5 | Less than 2 minutes, or more than 5 minutes.  4 3 2 1 0 |
| Structure | Has a clear introduction, several points of development and a conclusion. Flows smoothly from one to the other. Good transitions.  15 14 13 | Has a clear topic/support/ conclusion structure, but does not flow smoothly. Some attempt at transition is evident.  12 11 10 | Has topic/support/ conclusion structure, but jumps around. Little attempt at flow or transition.  9 8 | Does not have a clear introduction, or lacks a conclusion. Logical structure is weak. Very weak or no transitions.  7 6 5 4 3 2 1 0 |
| Content | Stays on topic, and includes strong evidence or supporting information. Is persuasive—convinces audience of something/ to take action. Choice of topic is of interest to audience.  15 14 13 | Stays on topic, and includes some evidence or support.  Depth of response is appropriate. Choice of topic is of some interest to audience. Tries to persuade audience, and is mostly successful.  12 11 10 | May occasionally wander off topic, or include little evidence or support. Not much depth of thought evident. Choice of topic is of some interest to part of audience. Makes some effort to persuade audience to action, but is mostly unsuccessful.  9 8 | Wanders off-topic regularly. No support or relevant evidence. Superficial or shallow response. Choice of topic borders on inappropriate or is of little interest to audience. Barely tries to persuade audience, or is completely unsuccessful.  7 6 5 4 3 2 1 0 |
| Presentation | Student speaks clearly and loudly enough to be heard, at an appropriate pace. Does not fidget. Uses appropriate gesture and movement. Hook is engaging. Eye contact excellent.  Very entertaining.    10 9 | Student mostly speaks clearly and loudly enough to be heard, at an appropriate pace. Enunciation may falter. May fidget. May use no gestures or movement to emphasise points; may use excessive gesture or movement. Hook engages some of audience. Eye contact good. Entertaining.  8 7 | Student mumbles or stumbles; may drop voice to inaudibility from time to time. May “hide” behind paper. Moves way too much or way too little. An attempt at an engaging hook is present. Eye contact could use improvement. Somewhat entertaining.  6 5 | Student cannot be heard much of the time. Excessive stumbling or mumbling. Nervousness overwhelms delivery. No attempt to engage audience. Little or no eye contact with audience.  4 3 2 1 0 |

Two things this speaker did very well are:



One thing this speaker needs to work on is:



Other comments: